

Name \_\_\_\_\_ Date \_\_\_\_\_ Teacher \_\_\_\_\_

## Fifth Grade Module 6: End-of-Module Assessment Task Score Sheet

### A Progression of Learning

A Progression of Learning is provided to describe steps that illuminate the gradually increasing understandings that students develop *on their way to proficiency*. In this chart, this progress is presented from left to right. The learning goal for each student is to move to the last step, “Evidence of solid reasoning with a correct answer”. These steps are meant to help teachers and students identify and celebrate what the student CAN do now, and what they need to work on next.

Score Key: A Progression of Learning			
Little or no evidence of reasoning with an incorrect answer.	Evidence of some reasoning with an incorrect answer.	Evidence of some reasoning with a correct answer or evidence of solid reasoning with an incorrect answer.	Evidence of solid reasoning with a correct answer.
(1 Point)	(2 Points)	(3 Points)	(4 Points)

Module 6 End-of-Module Assessment							
Domain				Standards			
Question	Operations and Algebraic Thinking			Geometry			
1							
2							
3	1	2	3	4			
4	1	2	3	4			

Domain Score	Operations and Algebraic Thinking		Geometry	
Total Points				
Level	4	7-8 points	4	11-12 points
	3	5-6 points	3	8-10 points
	2	3-4 points	2	5-7 points
	1	2 points	1	3-4 points

Note: For more information about standards assessed in this module, see back of this score sheet.

Notes:

## Fifth Grade Module 6: End-of-Module Assessment Task Score Sheet (continued)

### End-of-Module Assessment (Topics A–D) Clusters and Standards Addressed

#### Write and interpret numerical expressions.

- 5.OA.2** Write simple expressions that record calculations with numbers, and interpret numerical expressions without evaluating them. *For example, express the calculation “add 8 and 7, then multiply by 2” as  $2 \times (8 + 7)$ . Recognize that  $3 \times (18932 + 921)$  is three times as large as  $18932 + 921$ , without having to calculate the indicated sum or product.*

#### Analyze patterns and relationships.

- 5.OA.3** Generate two numerical patterns using two given rules. Identify apparent relationships between corresponding terms. Form ordered pairs consisting of corresponding terms from the two patterns, and graph the ordered pairs on a coordinate plane. *For example, given the rule “Add 3” and the starting number 0, and given the rule “Add 6” and the starting number 0, generate terms in the resulting sequences, and observe that the terms in one sequence are twice the corresponding terms in the other sequence. Explain informally why this is so.*

#### Graph points on the coordinate plane to solve real-world and mathematical problems.

- 5.G.1** Use a pair of perpendicular number lines, called axes, to define a coordinate system, with the intersection of the lines (the origin) arranged to coincide with the 0 on each line and a given point in the plane located by using an ordered pair of numbers, called its coordinates. Understand that the first number indicates how far to travel from the origin in the direction of one axis, and the second number indicates how far to travel in the direction of the second axis, with the convention that the names of the two axes and the coordinates correspond (e.g.,  $x$ -axis and  $x$ -coordinate,  $y$ -axis and  $y$ -coordinate).
- 5.G.2** Represent real world and mathematical problems by graphing points in the first quadrant of the coordinate plane, and interpret coordinate values of points in the context of the situation.